



# Information Literacy<sup>K-12</sup>

## Curriculum Essentials Document

**K-1st**

**2nd-3rd**

**4th-5th**

**6th-8th**

**9th-12th**

*Boulder Valley School District  
Department of Curriculum and Instruction  
April 2010*

## Overview

An effective library program is evident when the Library Media Specialist works collaboratively with classroom teachers to reach curriculum standards, to promote student information literacy and critical thinking skills, and to cultivate the attributes of the “21st century graduate.”



## Philosophy



### **Integrates Standards**

*(District, State, and Federal) to Meet the Curricula and Information Literacy Needs of Students.*

### **Collaborates Extensively**

*with Teachers Using an Integrated Approach.*

### **Current Resources**

*Support Curriculum – Books, Technology, Audio Visual, Databases, Periodicals, etc.*

### **Students and Staff Use the LMC**

*Appropriately and Purposefully.*

### **Flexible Scheduling**

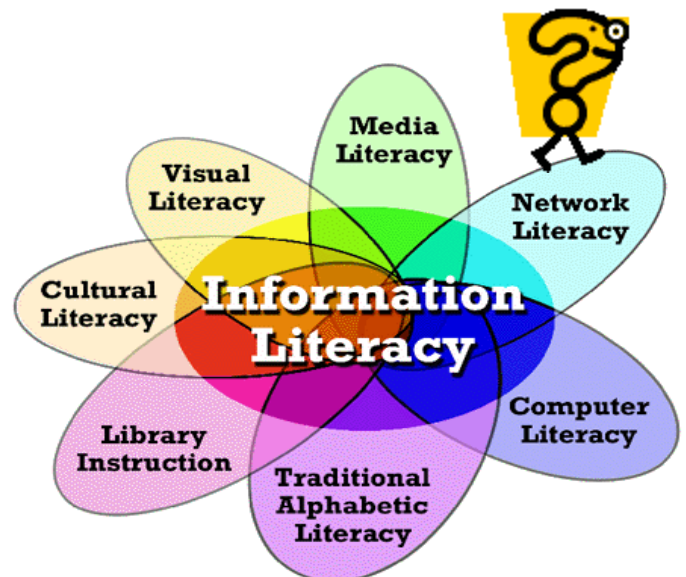
*Needs of Students and Teachers.*

### **Inviting**

*has Adequate Space, and the Staff is Welcoming*

### **Professional Leadership**

*and Provides Staff Development opportunities.*



## Glossary of Terms

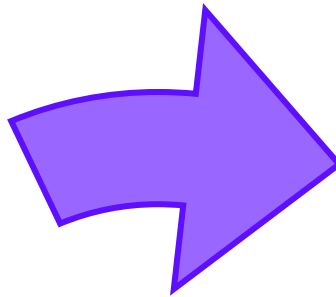
<b>Common Assessments</b>	Common assessments are the summative measurements that validate and verify learning of the ELR's. The assessment tool aligns with the level of learning specified in the ELR.
<b>Process Standards</b>	Process standards are broad statements of what students will know, understand, and be able to do in terms of building health skills and knowledge, as a result of exposure to the BVSD comprehensive health curriculum. The process standards are based on the National Health Education Standards.
<b>Content Standards</b>	Content standards are broad statements of what students will know, understand, and be able to do in terms of promoting health and reducing risks of disease and injury, as a result of exposure to the BVSD comprehensive health curriculum. The content standards were developed by the BVSD Health Education Partnership.
<b>Course Beliefs</b>	Course beliefs provide rationale for the delivery of a comprehensive health education curriculum.
<b>Course Outline</b>	The course outline provides a detailed description of the content of the health education course for a particular grade level. It includes process standards, content standards, course beliefs, evidence-based instructional strategies, topics, key structures and concepts, and student self-assessments. Teachers should post or distribute copies of the appropriate course to their students.
<b>Curriculum Framework</b>	The curriculum framework provides a blueprint for teachers to use in the planning and delivery of instruction and in the assessment of and for student learning. The curriculum framework includes standards, Essential Learning Results (ELR's), topics, skills, and concepts, performance indicators, assessments.
<b>Essential Learning Results</b>	Essential Learning Results (ELR's) are the backbone of a guaranteed viable curriculum. ELR's are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas for proficiency attainment by all students. The ELR's are the mandated curriculum of BVSD and form the basis upon which common assessments are created.
<b>Instructional Strategies</b>	Instructional strategies articulate pedagogical "best practices" that are supported by research and/or have a strong theoretical basis for improving student achievement.
<b>Performance Indicators</b>	Performance indicators clarify the ELR's, describe the indicators of student achievement, and inform the selection/development of appropriate formative and summative assessments.

## INSTRUCTIONAL FRAMEWORK MAKING THE CONNECTIONS

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.

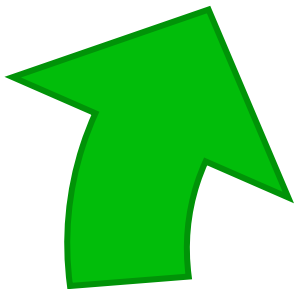
### Reporting

How will we report progress to students and parents? How will we ensure all parents and students have access to information about progress?



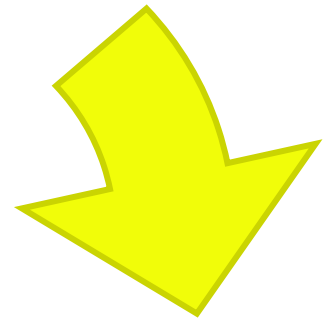
### Guaranteed Viable Curriculum

What do we expect all students to know, do, and understand? Do all students have access to the general education curriculum?



### Vision

We will create and sustain a network of high achieving schools where patterns of achievement are not predicted by race, ethnicity, gender, poverty, ability, language or sexual orientation.

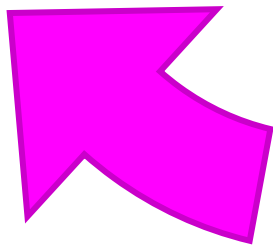


### Intervention & Extension

How will we respond when students have not learned? How will we extend learning experiences for students who have learned?

### High Quality Classroom Instruction

What instructional experiences will we provide? What accommodations are in place to support all learners?

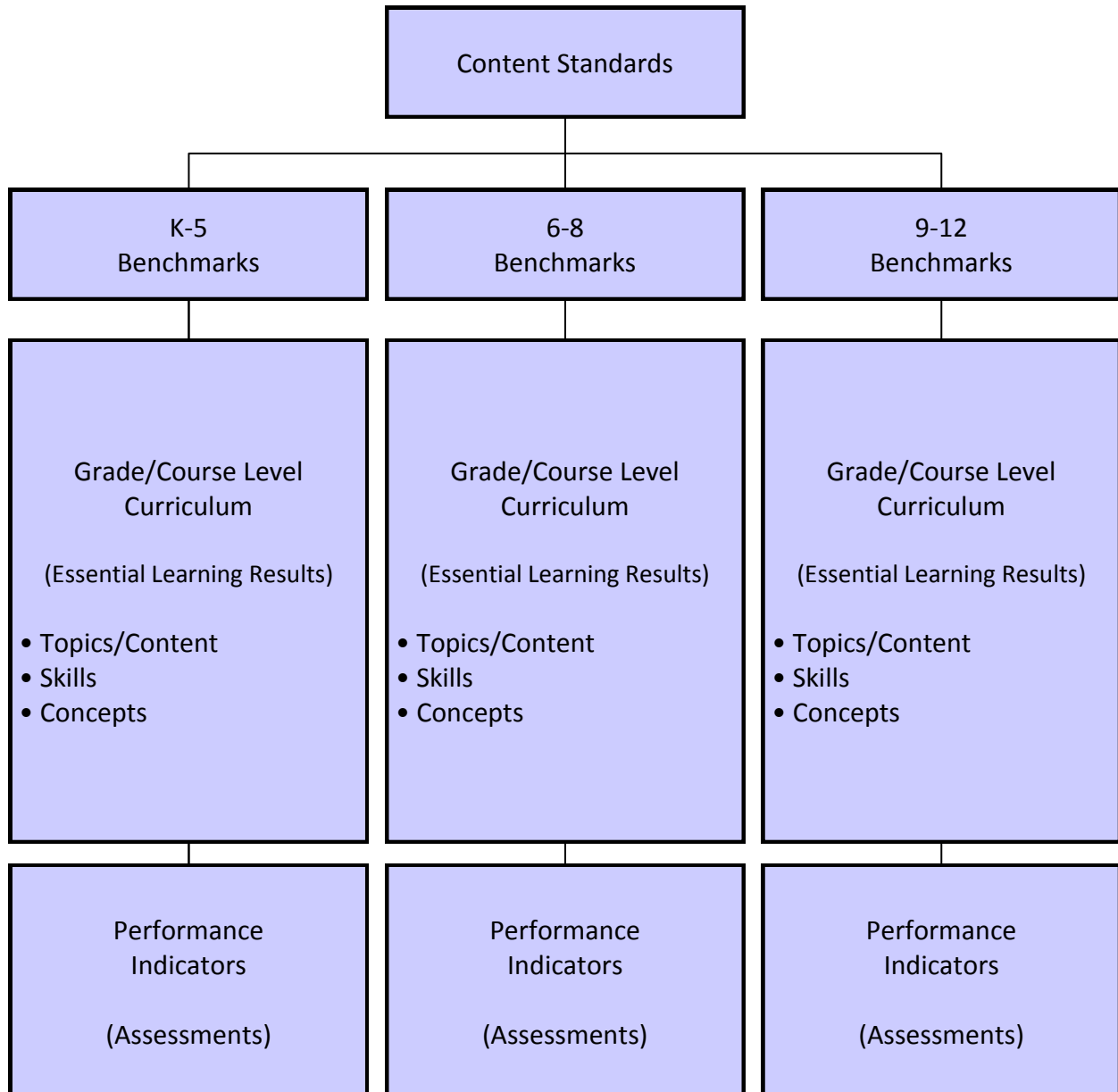


### Assessment

How will we know if all students have learned? Are there multiple ways students can demonstrate learning?



## How Standards and Content Fit Together



## Boulder Valley School District Information Literacy Content Standards and Essential Learnings (Elementary)

### Information Literacy Standard 1:

*Use skills, resources and tools to inquire, think critically and gain knowledge.*

**To meet this standard, an elementary student:**

- ✓ Understands and formulates an inquiry question
- ✓ Makes sense of information
- ✓ Identifies sources of information
- ✓ Locates information

### Information Literacy Standard 2:

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

**To meet this standard, an elementary student:**

- ✓ Organizes information for practical application
- ✓ Draws conclusions from information
- ✓ Creates products that express new understandings

### Information Literacy Standard 3:

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.*

**To meet this standard, an elementary student:**

- ✓ Collaborates with and communicates information and ideas
- ✓ Respects the differing interests and experiences of others
- ✓ Devises strategies for revising and improving knowledge
- ✓ Uses information and technology ethically and responsibly

### Information Literacy Standard 4:

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

**To meet this standard, an elementary student:**

- ✓ Seek information for personal learning in a variety of formats and genres
- ✓ Use creative and artistic formats to express personal learning.

## Boulder Valley School District Information Literacy Content Standards and Essential Learnings (Secondary)

### Information Literacy Standard 1:

*Use skills, resources and tools to inquire, think critically and gain knowledge.*

**To meet this standard, an elementary student:**

- ✓ Formulates an inquiry question
- ✓ Makes sense of information
- ✓ Identifies sources of information
- ✓ Locates information

### Information Literacy Standard 2:

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

**To meet this standard, an elementary student:**

- ✓ Organizes information for practical application
- ✓ Draws conclusions from information
- ✓ Creates products that express new understandings

### Information Literacy Standard 3:

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.*

**To meet this standard, an elementary student:**

- ✓ Collaborates with and communicates information and ideas
- ✓ Respects the differing interests and experiences of others
- ✓ Devises strategies for revising and improving knowledge
- ✓ Uses information and technology ethically and responsibly

### Information Literacy Standard 4:

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

**To meet this standard, an elementary student:**

- ✓ Seek information for personal learning in a variety of formats and genres
- ✓ Use creative and artistic formats to express personal learning.

**BVSD Information Literacy Content Standards***(note: all standards regardless of grade level)***Standard 1**

*Use skills, resources and tools to inquire, think critically and gain knowledge.*

**Standard 2**

*Use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

**Standard 3**

*Use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.*

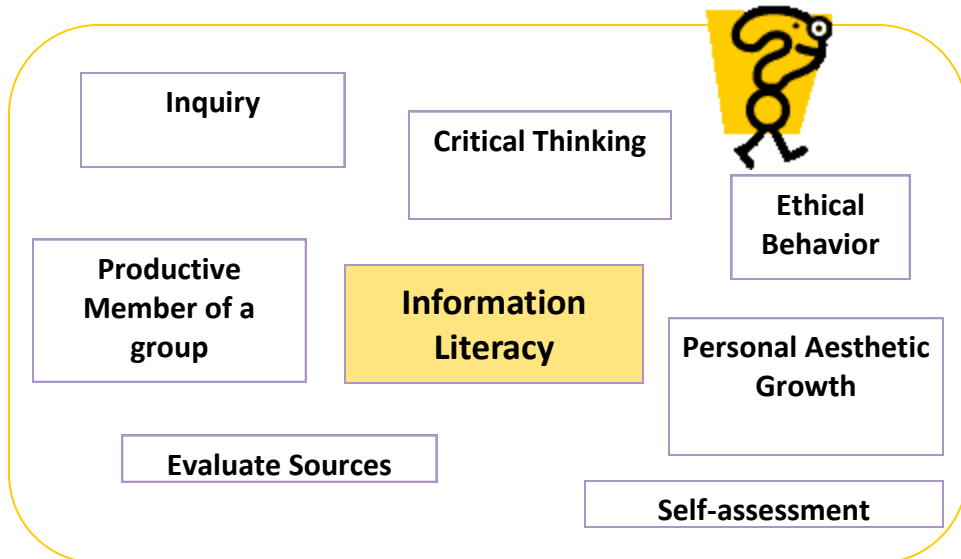
**Standard 4**

*Use skills, resources, and tools to pursue personal and aesthetic growth.*



## BVSD Information Literacy Overview

Since the publications of AASL's (American Library Association of School Librarians) Standards for the 21st-Century Learner, the teaching of information literacy in grades K-12 is becoming more relevant and essential skills for success in all content areas. This will prepare them to be lifelong learners and productive members of society.



### Effective Components of an Information Literacy Program

- Standards are integrated to meet the curricular and information literacy needs of students
- Collaboration with teachers using an integrated approach is emphasized
- Current resources (books, technology, audio visual, databases, and periodicals) are provided to support the curriculum
- Students and staff appropriately and purposefully use the LMC

### Essential Questions

- 1) *Where do I find the answers to my questions?*
- 2) *What are the text and/or pictures telling me?*
- 2) *What did I learn from my inquiry?*
- 3) *How do we work together to communicate and share understandings?*
- 5) *What do I like to read for pleasure, and/or which books can help me learn?*

### Assessment

- ✓ Information Literacy concepts are assessed within the classroom using authentic, performance-based, project-based methods

### Technology Integration

- ✓ Demonstrate master of technology tools for accessing information and pursuing inquiry
- ✓ Use technology tools to analyze, organize, and display information
- ✓ Use technology tools to create products that express new understandings
- ✓ Respect the copyright/ intellectual property rights of creators and producers
- ✓ Use information technology ethically and responsibly

### EQUITY FOCUS

- All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning
- Teacher-librarians should keep gender, cultural, and socio-economic equity top of mind. Specifically, gender and cultural awareness must be represented in project choices, intentional role modeling, learning/teaching strategies, and program recruitment
- The library collection meets the needs of diverse learners

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 1

*Learner uses skills, resources and tools to inquire, think critically, and gain knowledge.*

#### Enduring Understanding

*We obtain information from text and pictures.*

#### Essential Question

*What are the text and/or pictures telling me?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	1.1	Recognizes an inquiry question
	a	Reads, views and listens in various formats to gather meaning
	b	Formulates questions about a single topic
	1.2	Makes sense of information
	a	Recognizes keyword(s) and/or main idea(s)
	b	Uses visual and oral clues to interpret information
	1.3	Identifies sources of information
	a	Recognizes the difference between fiction and non-fiction
	1.4	Locates information
	a	Locates materials in the library and knows basic library procedures (checkout, book care, etc.)
	b	Develops location skills (parts of a book, alphabetical order, etc.)

**Key Academic Vocabulary:** cover, fiction, index, keywords, main idea, non-fiction, spine, table of contents

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 2

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

#### Enduring Understanding

???

#### Essential Question

*What did I learn from my inquiry?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2.1</b>	<b>Organizes information for practical application</b>
	a	Uses various graphic organizers with teacher guidance
	b	Classifies facts into categories with teacher guidance
	c	Sequences information (alphabetically and sequentially)
	<b>2.2</b>	<b>Draws conclusions from information</b>
	a	Predicts outcomes
	b	Connects information to personal experience (text– to– self)
	c	Connects understanding to the real world (text-to-world)
	<b>2.3</b>	<b>Creates products that express new understandings</b>
	a	Uses the writing process, media, and and/or visual literacy to create an original new product (i.e, turning notes into a sentence)

**Key Academic Vocabulary:** categories, connections (text-to-text, text-to-self, text-to-world), graphic organizers, organize, predict,

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 3

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.*

#### Enduring Understanding

*We can work and share with others as a community of learners.*

#### Essential Question

*How do we work together to communicate and share understandings?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3.1</b>	<b>Collaborates with and communicates information and ideas</b>
	a	Uses writing and speaking skills to communicate new understandings effectively
	b	Contributes to discussions and group activities
	c	Participates actively in learning situations with others
	<b>3.2</b>	<b>Respects the differing interests and experiences of others</b>
	a	Communicates and listens in a respectful manner
	c	Realizes and appreciates cultural diversity and learning styles
	<b>3.3</b>	<b>Devises strategies for revising and improving knowledge</b>
	a	Revises work based on feedback from others
	<b>3.4</b>	<b>Demonstrates ethical and responsible use of information and technology</b>
	a	Respectfully uses and cares for computers, digital equipment and facilities
	b	Explains information in their own words

**Key Academic Vocabulary:** collaborate, communicate, respect, responsibility, revise, share

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 4

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

#### Enduring Understanding

*We read, view and listen for pleasure and personal growth.*

#### Essential Question

*What do I like to read for pleasure, and/or which books can help me learn?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4.1</b>	<b>Seek information for personal learning in a variety of formats and genres.</b>
	a	Identifies topics of personal interest and seeks relevant information
	b	Independently selects and reads fiction, non-fiction and a variety of materials
	c	Reads to make connections with self, world, and previous reading
	d	Identifies favorite authors and illustrators
	<b>4.2</b>	<b>Use creative and artistic formats to express personal learning.</b>
	a	Responds to literature in creative ways

**Key Academic Vocabulary:** author, connections, fiction, illustrator, non-fiction,

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 1

*Learner uses skills, resources and tools to inquire, think critically, and gain knowledge.*

#### Enduring Understanding

*We must select appropriate sources to answer specific information needs.*

#### Essential Question

*Where do I find the answers to my questions?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1.1</b>	<b>Formulates an inquiry question</b>
	a	Reads, views and listens for specific information in various formats
	b	Formulates questions about a single topic
	<b>1.2</b>	<b>Makes sense of information</b>
	a	Recognizes keyword(s) and/or main idea(s) and supporting details
	b	Uses visual and oral clues to interpret information
	<b>1.3</b>	<b>Identifies sources of information</b>
	a	Describes the difference between fiction and non-fiction
	b	Uses sources in different formats (e.g., text, digital) in order to answer questions
	<b>1.4</b>	<b>Locates information</b>
	a	Locates materials using call number information and computer lookup
	b	Develops location skills (parts of book, alphabetical order, copyright dates, etc.)
	c	Recognizes that the information need determines the resources selected

**Key Academic Vocabulary:** copyright dates, index, keywords, links, main idea, supporting details, table of contents, web page

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 2

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

#### Enduring Understanding

???

#### Essential Question

*What did I learn from my inquiry?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2.1</b>	<b>Organizes information for practical application</b>
	a	Uses note taking and graphic organizers with teacher guidance
	b	Classifies facts into categories
	c	Sequences information (alphabetically and sequentially)
	<b>2.2</b>	<b>Draws conclusions from information</b>
	a	Connects information to personal experience (text– to– self)
	b	Connects information to other materials (text-to-text)
	c	Connects understanding to the real world (text-to-world)
	d	Differentiates between fact and opinion
	<b>2.3</b>	<b>Creates products that express new understandings</b>
	a	Uses the writing process and technology skills to create an original product (i.e., turning notes into paragraphs or visual product)

**Key Academic Vocabulary:** categories, conclusions, fact, graphic organizers, inquiry, notes, opinion, organize, paragraphs, predict

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 3

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as*

#### Enduring Understanding

*We can work, share and offer differing opinions with others as a community of learners.*

#### Essential Question

*How do we work together to communicate and share understandings?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3.1</b>	<b>Collaborates with and communicates information and ideas</b>
	a	Uses writing and speaking skills to communicate new understandings effectively
	b	Contributes to discussions and group activities
	c	Participates actively and reflect on learning with others
	<b>3.2</b>	<b>Respects the differing interests and experiences of others</b>
	a	Communicates and listens in a respectful manner
	b	Realizes and appreciates cultural diversity and learning styles
	<b>3.3</b>	<b>Devises strategies for revising and improving knowledge</b>
	a	Revises work based on feedback from others (peer-editing, teachers, etc.)
	<b>3.4</b>	<b>Demonstrates ethical and responsible use of information and technology</b>
	a	Uses and cares for computers, digital equipment and facilities
	b	Explains information in their own words and giving credit to information sources

**Key Academic Vocabulary:** bibliography, citing sources, collaborate, communicate, plagiarism, respect, share, responsibility, revise

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 4

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

#### Enduring Understanding

*We read, view, listen, and respond for pleasure and personal growth.*

#### Essential Question

*What do I like to read for pleasure and/or personal growth?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4.1</b>	<b>Seeks information for personal learning in a variety of formats and genres</b>
	a	Identifies topics of personal interest and seeks relevant information
	b	Independently selects and reads fiction, non-fiction and a variety of materials
	c	Uses information literacy strategies and problem-solving skills for real life and/or personal situations
	d	Reads and recognizes various genres
	e	Evaluates own ability to select resources that are engaging and appropriate for personal interests and needs
	f	Identifies favorite authors and illustrators
	<b>4.2</b>	<b>Uses creative and artistic formats to express personal learning</b>
	a	Responds to literature in creative ways
	b	Develops personal criteria for gauging how effectively own ideas are expressed
	c	Realizes the importance of safe and ethical behaviors in digital communication and interaction

**Key Academic Vocabulary:** author, biographies, connections, fairy tales, fantasy, fiction, folklore, genres, historical fiction, illustrator, mystery, non-fiction, realistic fiction, rubric, science-fiction

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 1

*Learner uses skills, resources and tools to inquire, think critically, and gain knowledge.*

#### Enduring Understanding

*We must select and make sense of appropriate sources to answer specific information needs.*

#### Essential Question

*Where do I find the answers to my questions?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1.1</b>	<b>Formulates an inquiry question</b>
	a	Reads, views and listens for specific information in various formats
	b	Develops and refines a range of questions to frame the search for new understanding
	<b>1.2</b>	<b>Makes sense of information</b>
	a	Identifies key and/or main idea(s) and supporting details
	b	Recognizes that internet information can be misleading or inaccurate
	c	Recognizes that ideas and information are influenced by cultures and politics
	<b>1.3</b>	<b>Identifies sources of information</b>
	a	Evaluates and selects appropriate sources to answer questions
	b	Identifies sources in different formats (e.g., text, visual, digital) in order to answer questions
	<b>1.4</b>	<b>Locates information</b>
	a	Locates materials using call number information
	b	Determines if research question is answered by gathered information and locates additional resources as necessary

**Key Academic Vocabulary:** accuracy, bias, copyright, culture, currency, dates, index, keywords, links, main idea, supporting details, table of contents, validity, web page

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 2

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

#### Enduring Understanding

???

#### Essential Question

*What did I learn from my inquiry?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2.1</b>	<b>Organizes information for practical application</b>
	a	Uses note taking, graphic organizers, time lines and graphs
	b	Classifies facts into categories based on main idea and supporting details
	c	Sequences information (alphabetically and sequentially)
	<b>2.2</b>	<b>Draws conclusions from information</b>
	a	Integrates new learning with prior knowledge
	b	Makes self, text and real world connections
	c	Differentiates between fact and opinion
	d	Compares and contrasts gathered information
	e	Reads, views, and listens for information presented in any format (e.g., text, visual, digital) in order to make inferences and gather meaning
	<b>2.3</b>	<b>Creates products that express new understandings</b>
	a	Uses the writing process and technology skills to create an original product (i.e., turning notes into paragraphs or visual product).
	b	Collaborates with others to develop new understandings, make decisions, and solve problems

**Key Academic Vocabulary:** categories, collaborate, compare/contrast, conclusions, fact, graphic organizers, graphs, inferences, inquiry, notes, opinion, organize, paragraphs, predict, time lines

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 3

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.*

#### Enduring Understanding

*We can work, share and offer differing opinions with others as a community of learners.*

#### Essential Question

*How do we work together to communicate and share understandings?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3.1</b>	<b>Collaborates with and communicates information and ideas</b>
	a	Uses writing and speaking skills to communicate new understandings effectively
	b	Contributes to discussions and group activities
	c	Participates actively and reflect on learning with others
	d	Uses technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
	<b>3.2</b>	<b>Respects the differing interests and experiences of others</b>
	a	Communicates and listens in a respectful manner
	b	Recognizes and appreciates cultural diversity and learning styles
	c	Respects and seeks a variety of viewpoints
	<b>3.3</b>	<b>Devises strategies for revising and improving knowledge</b>
	a	Revises work based on feedback from others (peer-editing, teachers, etc.)
	b	Assesses own ability to work with others by evaluating varied roles and leadership
	<b>3.4</b>	<b>Demonstrates ethical and responsible use of information and technology</b>
	a	Explains information in their own words and giving credit to information sources
	b	Respectfully uses and cares for computers, digital equipment and facilities

**Key Academic Vocabulary:** assess, bibliography, citing sources, collaborate, communicate, effective, feedback, leadership, plagiarism, respect, responsibility, revise, share, viewpoints

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 4

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

#### Enduring Understanding

*We read, view, listen, and respond for pleasure and personal growth.*

#### Essential Question

*What do I like to read for pleasure and/or personal growth?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	4.1	Seeks information for personal learning in a variety of formats and genres
	a	Identifies topics of personal interest and seeks relevant information
	b	Independently selects and reads fiction, non-fiction and a variety of materials
	c	Uses information literacy strategies and problem-solving skills for real life and/or personal situations
	d	Reads and recognizes various genres (i.e., historical fiction, fantasy, etc.)
	e	Evaluates own ability to select resources that are engaging and appropriate for personal interests and needs
	f	Uses current technology to gather and share information and opinions
	4.2	Uses creative and artistic formats to express personal learning
	a	Responds to literature in creative ways
	b	Develops personal criteria for gauging how effectively own ideas are expressed
	c	Practices safe and ethical behaviors in personal electronic communication and interaction

**Key Academic Vocabulary:** biographies, blogs, connections, e-mail, ethical, fairy tales, fantasy, fiction, folklore, genres, historical fiction, mystery, non-fiction, realistic fiction, rubric, science-fiction

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 1

*Learner uses skills, resources and tools to inquire, think critically, and gain knowledge.*

#### Enduring Understanding

*We must select and make sense of appropriate sources to answer specific information needs.*

#### Essential Question

*Where do I find the answers to my questions?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1.1</b>	<b>Formulates an inquiry question</b>
	a	Explores previous knowledge and current beliefs
	b	Develops and refines a range of questions to frame the search for new understanding
	c	Formulates a thesis statement that answers the essential question
	<b>1.2</b>	<b>Makes sense of information</b>
	a	Identifies key and/or main idea(s) and supporting details
	b	Determines if research question is answered by gathered information and makes changes as necessary
	c	Recognizes that ideas and information are influenced by cultures and politics
	<b>1.3</b>	<b>Identifies sources of information</b>
	a	Selects appropriate sources to answer informational needs.
	b	Uses sources in different formats (e.g., print, visual, digital) in order to answer questions
	c	Uses primary sources to develop and answer inquiry questions
	d	Evaluates online and other sources for accuracy, currency, authority and bias
	<b>1.4</b>	<b>Locates information</b>
	a	Locates materials using call number information
	b	Uses effective searching techniques including topical keywords when using online sources
	c	Utilizes advanced searching capabilities with online catalog and internet

**Key Academic Vocabulary:** accuracy, bias, copyright dates, culture, currency, database, index, keywords, main idea, supporting details, table of contents, validity

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 2

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

#### Enduring Understanding

???

#### Essential Question

*What conclusions can I draw from my inquiry?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2.1</b>	<b>Organizes information for practical application</b>
	a	Uses note taking, graphic organizers, time lines and graphs
	b	Classifies facts into categories based on main idea and supporting details
	<b>2.2</b>	<b>Draws conclusions from information</b>
	a	Integrates new learning with prior knowledge
	b	Differentiates between fact, opinion and considers contrasting points of view
	c	Reads, views, and listens for information presented in any format (e.g., text, visual, digital) in order to make inferences and gather meaning
	d	Continues an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation) in order to construct new understandings
	e	Collaborates with others to exchange ideas, develop new understandings, make decisions, and solve problems
	<b>2.3</b>	<b>Creates products that express new understandings</b>
	a	Uses the writing process and technology skills to create an original product (i.e., turning notes into paragraphs or visual products)
	b	Collaborates with others to develop new understandings, make decisions, and solve problems
	c	Reflects on research process and assesses for completeness of investigation

**Key Academic Vocabulary:** assessment, categories, collaborate, compare/contrast, conclusions, evaluate, fact, graphic organizers, graphs, inferences, inquiry, notes, opinion, organize, paragraphs, point of view, predict, time lines

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 3

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as*

#### Enduring Understanding

*We can work, share and offer differing opinions with others as a community of learners.*

#### Essential Question

*How do we work together to communicate and share understandings?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3.1</b>	<b>Collaborates with and communicates information and ideas</b>
	a	Uses writing and speaking skills to communicate new understandings effectively
	b	Contributes to discussions and group activities by participating and reflecting on learning with others
	c	Uses technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
	<b>3.2</b>	<b>Respects the differing interests and experiences of others</b>
	a	Connects learning to community and world-wide issues
	b	Recognizes and appreciates cultural diversity and learning styles
	c	Respects and seeks a variety of viewpoints
	d	Respects the principles of intellectual freedom
	<b>3.3</b>	<b>Devises strategies for revising and improving knowledge</b>
	a	Revises work based on feedback from others (peer-editing, teachers, etc.)
	b	Assesses own ability to work with others in a group setting by evaluating varied roles and leadership
	<b>3.4</b>	<b>Demonstrates ethical and responsible use of information and technology</b>
	a	Explains information in their own words and giving credit to information sources

**Key Academic Vocabulary:** assess, bibliography, citing sources, collaborate, communicate, community, effective, feedback, leadership, plagiarism, respect, share, responsibility, revise, viewpoints

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 4

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

#### Enduring Understanding

*We read, view, listen, and respond for pleasure and personal growth.*

#### Essential Question

*What do I like to read for pleasure and/or personal growth?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4.1</b>	<b>Seeks information for personal learning in a variety of formats and genres</b>
	a	Identifies topics of personal interest and seeks relevant information
	b	Independently selects and reads fiction, non-fiction and a variety of materials
	c	Uses information literacy strategies and problem-solving skills for real life and/or personal situations
	d	Reads and recognizes various genres (i.e., historical fiction, fantasy, etc.)
	e	Evaluates own ability to select resources that are engaging and appropriate for personal interests and needs
	f	Uses district-approved networks to gather and share information and opinions
	g	Recognizes the limits of own personal knowledge
	<b>4.2</b>	<b>Use creative and artistic formats to express personal learning</b>
	a	Responds to literature in creative ways
	b	Develops personal criteria for gauging how effectively own ideas are expressed
	c	Practices safe and ethical behaviors in personal electronic communication and interaction

**Key Academic Vocabulary:** biographies, e-mail, ethical, blogs, fairy tales, fantasy, fiction, folklore, genres, historical fiction, horror, mystery, non-fiction, realistic fiction, rubric, science-fiction, social networks

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 1

*Learner uses skills, resources and tools to inquire, think critically, and gain knowledge.*

#### Enduring Understanding

*We must select and make sense of appropriate sources to answer specific information needs.*

#### Essential Question

*How do I find the answers to my questions?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1.1</b>	<b>Formulates an inquiry question</b>
	a	Develops and refines a range of questions to frame the search for new understanding
	b	Independently formulates an essential question that require evaluation, analysis and/or synthesis
	c	Independently formulates a thesis statement that answers the essential question
	<b>1.2</b>	<b>Makes sense of information</b>
	a	Recognizes that accurate and comprehensive information is the basis for intelligent decision-making
	b	Monitors own information-seeking processes for effectiveness and progress, and adapts as necessary
	c	Makes sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias
	<b>1.3</b>	<b>Identifies sources of information</b>
	a	Selects appropriate sources including databases to answer questions
	b	Identifies sources in different formats (e.g., text, visual, digital) in order to answer questions
	c	Uses primary sources to develop and answer inquiry questions
	d	Maintains a critical stance by questioning the validity and accuracy of all information
	<b>1.4</b>	<b>Locates information</b>
	a	Displays persistence by continuing to pursue information to gain a broad perspective
	b	Demonstrates creativity by using multiple resources and formats
	c	Employs advanced searching capabilities with online catalog and internet

**Key Academic Vocabulary:** accuracy, bias, copyright dates, culture, currency, database, effective, format, keywords, main idea, persistence, perspective, supporting details, thesis, validity

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 2

*Learner uses skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

#### Enduring Understanding

???

#### Essential Question

*What conclusions can I draw from my inquiry?*

#### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2.1</b>	<b>Organizes information for practical application</b>
	a	Employs technology and other information tools to analyze and organize information
	b	Sorts info into relevant topics/sub-topics using note cards/graphic organizers
	<b>2.2</b>	<b>Draws conclusions from information</b>
	a	Integrates new learning with prior knowledge
	b	Considers diverse and global perspectives in drawing conclusions
	c	Reads, views, and listens for information presented in any format (e.g., text, visual, digital) in order to make inferences and gather meaning
	d	Continues an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation) in order to construct new understandings
	e	Collaborates with others to exchange ideas, develop new understandings, make decisions, and solve problems
	<b>2.3</b>	<b>Create products that express new understandings</b>
	a	Uses the writing process and technology skills to create an original product (i.e., turning notes into paragraphs or visual products)
	b	Collaborates with others to develop new understandings, make decisions, and solve problems
	c	Reflects on systematic process and assesses for completeness of investigation

**Key Academic Vocabulary:** assessment, categories, collaborate, compare/contrast, conclusions, evaluate, fact, graphic organizers, graphs, inferences, inquiry, notes, opinion, organize, paragraphs, point of view, predict, time lines

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Information Literacy Standard 3

*Learner uses skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.*

#### Enduring Understanding

*We can work, share and offer differing opinions with others as a community of learners.*

#### Essential Question

*In what way can we work together to communicate and share knowledge?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3.1</b>	<b>Collaborates with and communicates information and ideas</b>
	a	Uses writing and speaking skills to communicate new understandings effectively
	b	Concludes an inquiry-based research process by sharing new understandings and reflecting on the learning
	c	Participates and collaborates as members of a social and intellectual network of learners
	d	Uses technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
	<b>3.2</b>	<b>Respects the differing interests and experiences of others</b>
	a	Connects learning to community and world-wide issues
	b	Respects and appreciates cultural diversity and learning styles
	c	Respects and seeks a variety of viewpoints
	d	Respects the principles of intellectual freedom
	<b>3.3</b>	<b>Devises strategies for revising and improving knowledge</b>
	a	Revises work based on feedback from others (peer-editing, teachers, etc.)
	b	Assesses own ability to work with others in a group setting by evaluating varied roles and leadership
	<b>3.4</b>	<b>Demonstrates ethical and responsible use of information and technology</b>
	a	Explains information in their own words and gives credit to information sources

**Key Academic Vocabulary:** assess, bibliography, citing sources, collaborate, communicate, community, effective, feedback, leadership, plagiarism, respect, responsibility, revise, share, viewpoints

## Essential Learnings

### Essential Knowledge, Skills, topics, Processes, and Concepts

#### Information Literacy Standard 4

*Learner uses skills, resources and tools to pursue personal and aesthetic growth.*

#### Enduring Understanding

*We read, view, listen, and respond for pleasure and personal growth.*

#### Essential Question

*How do I pursue personal and aesthetic growth?*

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4.1</b>	<b>Seeks information for personal learning in a variety of formats and genres</b>
	a	Identifies topics of personal interest and seeks relevant information
	b	Independently selects and reads fiction, non-fiction and a variety of materials
	c	Employs information literacy strategies and problem-solving skills for real life and/or personal situations
	d	Evaluates own ability to select resources that are engaging and appropriate for personal interests and needs
	e	Uses social networks to gather and share information and opinions
	f	Maintains openness to new ideas and recognize the limits of own personal knowledge
	g	Interprets information based on cultural and social context
	<b>4.2</b>	<b>Uses creative and artistic formats to express personal learning</b>
	a	Responds to literature in creative ways
	b	Develops personal criteria for gauging how effectively own ideas are expressed
	c	Practices safe and ethical behaviors in personal electronic communication and interaction

**Key Academic Vocabulary:** blogs, e-mail, ethical, fiction, non-fiction, reference, rubric, social networks

## ***Glossary of Academic Terms***

Accuracy	How close to the truth the writing is
Assess	To evaluate
Assessment	A tool used to evaluate knowledge
Author	The person who writes the book, poem, or other work
Bias	Favoritism towards a particular viewpoint
Bibliography	A list of sources used
Blog	An online diary
Categories	Groups of objects that all have things in common
Citing a source	To indicate that an idea or quote comes from another work and to give specific bibliographic information on that work
Collaborate	To work together
Communicate	To express ideas
Community	A group of people who live in a specific location together
Compare/contrast	to express similarities / differences between items
Conclusions	Final answers reached from the project
Connections	How the reader can relate the reading to something else
Copyright dates	The year(s) a book was published
Cover	The outside parts of a book
Culture	A group of people with common customs and ways of living
Currency	How up to date a piece of work is
Database	A computerized set of information
Dates	Possible limiting criteria for advanced searches
Effective	Whether or not something works the way it should
E-mail	Electronic, digital written communication
Ethical	Morally correct
Evaluate	To judge something based on specific criteria
Fact	Something that is true
Fairy tales	Fictional stories that often features characters from folk lore (e.g., dragons, princesses, goblins, knights, and talking animals)
Fantasy:	A genre of fiction that is very imaginative and otherworldly in terms of setting and characters and often features elements of the supernatural, including magic and monsters

## ***Glossary of Academic Terms***

Feedback	Constructive information given about a project offered to help the person who created the project improve upon it
Fiction	A story that is made up
Folklore	The traditional stories of a culture
Genres	Categories of book types
Graphic organizers	A way to plan for writing using pictures and words
Graph	A diagram that visually shows the relationship between two or more things
Historical fiction	A fictional story that takes place during a notable time period in history that attempts to recreate setting and characters present during that time period
Illustrator	The person who creates the artwork for a book
Inferences	Logical conclusions based on the facts that are known
Index	A list of topics in a book in alphabetical order found in the back of the book
Inquiry	Seeking knowledge by asking questions and exploring
Keyword	An important word you can use to search for a book you want
Leadership	Having the qualities that can will let a person give direction to a collaborative team
Links	Text that connects you with a specific web page
Main idea	The most important idea
Mystery	A story with a plot involving a crime or other such event that remains unsolved until the very end
Notes	Brief, written records
Non-fiction	A true story
Opinion	Personal viewpoints on a subject
Organize	To put things in a specific order that makes sense
Paragraphs	One section of writing dealing with one idea, indicated by indentation
Plagiarize	To use words or ideas from another source and pass them off as your own
Point of view	A person's attitude or stance on a topic
Predict	To guess what will happen in the future
Realistic fiction	Stories that, even though they are not true, appear as though they could be based on real world events
Reference	Materials that do not circulate and typically include such examples as dictionaries, thesauruses, and encyclopedias
Respect	A sense that other people and property need to be treated with consideration

## ***Glossary of Academic Terms***

[illegible]